

Texas Education Agency  
Standard Application System (SAS)

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1				
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			<b>FOR TEA USE ONLY</b> Write NOGA ID Place date stamp here  <div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              2018 MAY -1 PM 3:35              DOCUMENT CONTROL CENTER              GRANTS ADMINISTRATION           </div>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018			
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;">             Document Control Center, Grants Administration Division              Texas Education Agency, 1701 North Congress Ave.              Austin, TX 78701-1494           </div>			
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
Organization name		County-District #		Amendment #
Inspired Vision Academy		057830		
Vendor ID #	ESC Region #			DUNS #
				016793250
Mailing address		City	State	ZIP Code
8421 Bohannon Dr.		Dallas	TX	75217-1917
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Ezra		Hernandez	Director of Communication	
Telephone #	Email address		FAX #	
214-381-3226	<a href="mailto:ezra.hernandez@aplus-cs.org">ezra.hernandez@aplus-cs.org</a>		214-391-7954	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Sherqueena		Jackson	Principal, Inspired Vision	
Telephone #	Email address		FAX #	
214-391-7964			214-391-7954	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name Brenton	M.I.	Last name White	Title Superintendent and CEO
Telephone # 214-381-3226		Email address: <a href="mailto:Brenton.White@aplus-cs.org">Brenton.White@aplus-cs.org</a>	FAX #
Signature (blue ink preferred)		Date signed	

*Only the legally responsible party may sign this application.*

4/27/2018

701-18-111-107

**Schedule #1—General Information**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

**However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.**

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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<b>Schedule #2—Required Attachments and Provisions and Assurances (cont)</b>	
County-district number or vendor ID: 057830	
Amendment # (for amendments only):	
<b>Part 3: Program-Specific Provisions and Assurances</b>	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 057830

Amendment # (for amendments only):



I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	057830 Inspired Vision	Brenton White 	214-275-1222 Email address	\$455,460
<b>Member Districts</b>				
2.	057829 A+ Academy	Lance Prothro 	214-381-3226 Email address	\$218,477
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 057830			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Inspired Vision Academy and A+ Academy, herein referred to as IV-A+, are seeking funds to launch a Texas ACE program which will serve 425 of the schools' at-risk, low-income, students and their families at three center sites. This grant will benefit participants through a comprehensive before- and after-school program, summer session, and family workshops. Intensive academic remediation and homework help, engaging youth development activities, and family involvement will increase student success. Inspired Vision and A+ Academy are open enrollment charter districts that have demonstrated a strong commitment to the goals of the Texas ACE program, including raising state assessment scores, improving student attendance and behavior, and ensuring all students are ready for grade level advancement.

**Budget** - IV-A+ developed the budget based on stated program goals and activities. The requested funds are aligned with identified needs and are necessary to implement the high-quality program as designed.

**Demographics** - The defined federal and local goals of the Texas ACE grant are to raise student assessment scores and grade level advancement, increase student attendance rates, reduce disciplinary referrals, support families, and improve STEM skills for underrepresented youth. The local demographics and needs directly align with these program goals. There are 550 students enrolled at Inspired Vision Academy Elementary (IVEL) in grades PreK-6. Notably, 92% of students at IVEL are economically disadvantaged, 57% are considered "at-risk," and 9% of students have a disability (TEA TARP, 2017). At A+ Academy, of the 1,068 students enrolled in grades PreK-12, 69% are considered at-risk, 46% are ELLs, and 93% are economically disadvantaged (TEA TARP, 2017). All schools are School-wide Title I. This program will identify and serve the 425 students most at risk of not meeting grade-level proficiency at IVEL's PreK-4th grade campus, IVEL's 5th-6th grade campus, and at A+ Academy's elementary campus. Targeted academic supports, homework help, and tutoring are key activities of this program. Additionally, hands-on STEM activities provided by STEM Scouts will build student's crucial 21st-century skills. IV-A+ families, of whom half are English Language Learners and the majority are low-income, will be served by a Family Engagement Specialist. Workshops on job readiness, English proficiency classes, financial education, and school engagement for the participants' families will support student success.

**Needs Assessment** - The needs assessment process was initiated by A+ Charter School's Superintendent and was completed by the partnering schools' leadership, partners, and parent stakeholders. The Texas ACE Advisory Council, Project Director, and Evaluator will meet regularly to determine the continued efficacy of the needs assessment. The Evaluator and Project Director will primarily determine whether and when the process needs to be updated or changed.

**Management** - The Project Director is responsible for all aspect of the program and will have a relevant bachelor's degree and two years of experience. Program oversight for all sites will be provided by the Texas ACE Advisory Council, which will ensure accountability and continuity through any staffing changes. The Advisory Council will have equal representation for all three schools. Site Coordinators will meet stated qualifications and will oversee day-to-day site-level operations. Lead frontline staff will be school-day teachers or teachers aids who will be provided with ongoing professional development aligned to Texas ACE Blueprint guidance.

**Evaluation** - The Texas ACE program will be evaluated throughout the program by a qualified outside evaluator. The evaluation plan includes the collection and analysis of both quantitative and qualitative information to inform and improve program activities at all phases.

IV-A+ has wholly and accurately addressed all Statutory and TEA requirements in the appropriate sections. This includes a robust management, evaluation, sustainability, and partnership plan. Activities are aligned with stated goals and are based on evidence-based best-practices. A+ Charter School's board of trustees and the school leadership at each campus have a strong commitment to the ongoing success of the program. The goals of the program are directly aligned with the schools' vision and program sustainability has been built into activities throughout the planning process. Foundation and corporate funding will be leveraged by ensuring high quality programming that demonstrate results (National Afterschool Alliance, "The Road to Sustainability"). Through aggressive grant seeking, a strong partnership with Boy Scouts of America, and allocation of local funds, IV-A+ will sustain the program past the grant end date. Sustainability will be led by the Advisory Council and supported by the Board of Trustees and included in monthly discussions of program strengths and activities.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 057830			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$447,256	\$9238	\$486,494
Schedule #8	Professional and Contracted Services (6200)	6200	\$2,000	\$	\$2,000
Schedule #9	Supplies and Materials (6300)	6300	\$168,589	\$	\$168,589
Schedule #10	Other Operating Costs (6400)	6400	\$5,854	\$	\$5,854
Schedule #11	Capital Outlay (6600)	6600	\$11,000	\$	\$11,000
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$664,699	\$	\$664,699
Percentage% indirect costs (see note):			N/A	\$1.37	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$664,699</b>	<b>\$9,238</b>	<b>\$673,937</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$215,477	\$3,000	\$218,477
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$673,937
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$33,696.83
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 057830			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide	9		\$49,140
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$64,000
5	Site coordinator (required)	3		\$144,000
6	Family engagement specialist (required)	1		\$48,000
7	Secretary/administrative assistant			\$
8	Data entry clerk	.25		\$1,238
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist	1		\$8,000
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$314,278
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$80,388
25	6121	Support staff extra-duty pay		\$91,728
26	6140	Employee benefits		\$
27	Subtotal substitute, extra-duty, benefits costs			\$172,116
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$486,494</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057830		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	BOA volunteer background checks	\$2,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$2,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$2,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 057830		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$168,589
<b>Grand total:</b>		<b>\$168,589</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 057830		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,500
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$2,345
<b>Grand total:</b>		<b>\$5,854</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 057830			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1	Books and reading materials	N/A	N/A	\$4,500
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19	3D Printer for STEM	1	\$6,500	\$6,500
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$11,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Project Director must have 4 years of experience managing similar youth/education programs. Must have strong communication, organizational, management, and supervision skills. Bachelor's degree required in education, non-profit management, or related field. Master's degree preferred.
2.	Site Coordinator(s)	Site Coordinators must have at least 2 years of youth development, education, out-of-school time, or related experience. Bachelor's degree in education, social work, or related field is required and must have CPR/First Aid certification.
3.	Family Engagement Specialist	Two years of working with families required. Experience in social work, human service, or related field. Associates degree required. Bachelor's degree in social work, education, or child development preferred. Must have strong communication skills. Bilingual (Spanish) preferred.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Raise student academic performance on state assessments	1. Secure teachers as academic instructors	08/01/2018	09/24/2018
		2. Ongoing teacher training and program evaluation	08/01/2018	07/31/2019
		3. At-home academic strategy parent workshops	09/18/2018	07/31/2019
		4. Individualized instruction based on assessments	09/18/2018	07/31/2019
		5. Texas state testing (STAAR)	03/15/2019	05/1/2019
2.	Improve school attendance of participants	1. Texas ACE enrollment of chronically absent student	08/01/2018	07/31/2019
		2. Engaging after-school activities (art, sports, music)	09/18/2018	07/31/2019
		3. FES chronic absence intervention; family services	08/01/2018	07/31/2019
		4. Tracking of attendance records	09/18/2018	07/31/2019
		5. Before-school offering flexibility to working families	09/18/2018	06/24/2019
3.	Decrease disciplinary referrals, improve positive character development	1. Character Development activities	09/18/2018	07/31/2019
		2. FES and guidance counselor involvement	09/18/2018	07/31/2019
		3. Address individual student and family needs	08/01/2018	07/31/2019
		4. Pre-/Post- student self assessment survey	09/18/2018	06/24/2019
		5. Teacher surveys and data analysis	09/18/2018	06/24/2019
4.	Increase grade-level readiness and advancement	1. Academic support and tutoring	09/18/2018	07/31/2019
		2. Connection with school-day learning	08/01/2018	07/31/2019
		3. Monthly meetings assessing student progress	08/01/2018	07/31/2019
		4. Parent workshops; removing family barriers	09/18/2018	07/31/2019
		5. Individualized support for struggling students	09/18/2018	07/31/2019
5.	Engagement of underrepresented youth in STEM	1. Hands-on, age appropriate STEM activities	09/18/2018	07/31/2019
		2. Family engagement, including STEM night	09/18/2018	07/31/2019
		3. STEM career exploration opportunities	09/18/2018	07/31/2019
		4. Project-based STEM learning training for teachers	08/01/2018	07/31/2019
		5. Pre-/Post-survey on STEM learning and interest	09/18/2018	06/24/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

IV-A+ school leadership evaluated community needs and resources through the collection of school level data, community needs review, and through qualitative input from parents, teachers, and students. State assessment scores, TEA TARP, community assessment reports, and the most recent data from the US Census Bureau, and Bureau of Labor Statistics were utilized in the needs assessment process. Additionally, consultations with all school's guidance and teaching staff, parents, and partners has been used to determine need and inform the program design.

**Community Resources:** All three school campuses are located in the impoverished Pleasant Grove Neighborhood in Southeast Dallas. Currently, there are few out-of-school options for students within reasonable distance. Inspired Vision has hosted Champions, Inc., a for-profit child care program, at the elementary campus. The cost to parents for each child they have is over \$1,700 per school year, a prohibitive expense for a community with a median income of only \$32,850 and a poverty rate of 33% - almost double that of the state of Texas (17% - US Census Bureau, 2016). The proposed Texas ACE program will be a new service, offering free academic enrichment, youth development, and family support services not currently available to students and their parents.

**Needs and aligned activities:** The majority of students, 92 percent, enrolled at the campuses being served are economically disadvantaged according to the 2017 Texas Academic Performance Reports (TARP). The chronic stress of poverty can have profound effects on students' development and can reduce attentional control (Liston, McEwen, & Casey, 2009) and boosts impulsivity (Evans, 2003). Without strong support, this can translate into poor behavior in the classroom. In 2017, there were a combined 650 disciplinary records among the districts' 2,280 students (TEA PEIMS, 2017). The proposed program will address the social-emotional needs of the students by offering a safe and supportive out-of-school education experience. Enrichment activities, supportive relationships, and other protective factors will be provided by Texas ACE to increase student resilience (National Center on Safe and Supportive Learning Environments). Half of the total enrolled students are English Language Learners who require intensive literacy services across all grade levels. Only 63% of ELL students at Inspired Vision Elementary and 46% of A+ ELL student met the STAAR benchmark for Approaches Grade Level or Above in all subjects in 2017, far below the state average for this measure (75%). Targeted literacy support will be a major focus of the program. Additionally, Texas ACE program will provide hands-on, individualized, academic remediation and reinforcement in math, ELA, science, and social studies. These activities will be provided by school-day teachers and by teacher's aids. Hands-on STEM Scout activities will be embedded in the program throughout grade levels to ensure students have access to foundational STEM skills and to prepare them for future college and career success. Ninety percent of the districts' students are Hispanic/Latino, a group that is underrepresented in high-paying, in-demand STEM fields.

**Needs of Working Families:** In the Pleasant Grove neighborhood, single parents and guardians make up 34% of family households (US Census Bureau, 2016). Many parents work multiple jobs, and their children are left unsupervised ("latchkey kids") during the 3:30 p.m. to 6:00 p.m. time frame. At home by themselves, students struggle to complete homework and study. The morning program will provide a safe place for students whose parents need to work early. Students will receive breakfast, homework help, and group mentorship meetings. Additionally, based on parent feedback, parents grapple with aiding their children with the rigorous curriculum. The FES will plan ongoing workshops on at-home academic strategies, parent homework help tips, and will build parent's involvement with school. Low-income families will also benefit from literacy training, job search and resume writing services, financial education workshops, and renter's rights and homebuyer workshops.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

IV-A+ is partnering with the Circle Ten Council, the local branch of Boy Scouts of America (BOA) which is one of the first chapters in the nation to launch "STEM Scouts." STEM Scouts is a co-ed national pilot program developed by BOA. The program offers fun ways for youth to learn more about science, technology, engineering, and mathematics. Using hands-on activities, STEM Scouts encourages young minds' natural curiosity and helps build interest in the STEM-related careers that are so crucial to their future. Additionally, BOA will incorporate Scoutreach, a nationally recognized co-ed program that focuses on character, leadership, family, and fitness.

STEM Scouts will provide one day per week of experiential STEM learning labs to all 425 students enrolled in the Texas ACE program. The partners will share the cost of the program, with STEM Scouts contributing \$25,000 per year in the form of in-kind services and staffing. The Texas Ace program will provide the supplies and materials for the STEM Scout activities and will also commit \$2,000 for volunteer background check costs to expand staffing capabilities. Additionally, the Circle of Ten Council will provide the Texas ACE program with the use of their summer outdoor facilities during the Texas ACE summer session. This is an in-kind value of \$37,000.

Scoutreach will provide an additional one-day per week fitness and character development program to all students. The Scoutreach program will cover the cost of registration (\$33/student), books, uniforms, supplies, and materials (\$75/student), and the cost of a family outing in the spring. This is an incredible opportunity for students, some of whom have never been outside of the city, to hike through the woods, fish, learn archery, and ride horses (\$75/person). The total estimated value of the Scoutreach program being contributed to the Texas ACE program is \$77,775.

Additionally, BOA will provide their "Youth Protection Training" to all Texas ACE volunteers and staff, including all instructors and the Project Director, Site Coordinators, and Family Engagement Specialist.

All parties will sign a formal five-year partnership agreement upon award notification. STEM Scouts is committed to growing the program and sustaining it past the life of the grant. STEM Scouts will leverage their extensive resource through the national Boy Scouts of America affiliation to secure supplemental program funding beyond the grant.

Additionally, the Texas ACE program will partner with The Concilio, a local community organization which will bring zumba, aerobics, and circuit training, and other fitness activities to the program. Inspired Vision has partnered with The Concilio program in the past and this partner will help sustain the program through low to no cost services.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Texas ACE program is designed to serve students most in need of extra support to ensure that activities impact program goals. Priority enrollment will be given to students who are ELLs, students behind grade level in core academic subjects, chronically absent students, and students referred to the program for behavioral growth by teachers and guidance counselors. Individualized learning, based on school-day assessments, will meet students at their current level to help them "catch-up" to grade level benchmarks. Engaging enrichment activities will support positive youth development and wrap-around services for families will contribute to individual student success and impact program outcomes.

**Academic Performance:** Students will be provided with one hour per day, five days per week, of targeted academic support. Teachers and teachers' aids recruited from school-day staff will provide individualized instruction in English Language Arts (ELA), math, science, and reading. Student data maintained by school-day teachers will inform the academic intervention strategy for each student. For students who are ELLs, and those who are in 1st-4th grade, an individual student literacy plan will be provided to after-school staff by the school-day teacher. The Texas ACE Advisory Council and Project Director will evaluate program quality and progress toward academic outcomes monthly.

**School-day Attendance:** By incorporating age-appropriate enrichment activities that foster an appreciation in subject areas such as technology, arts, music, chess, sports, and other recreation activities, participants will demonstrate an increased involvement in school and a positive attitude toward learning. This, in turn, will result in increased attendance rate. Additionally, the Family Engagement Specialist (FES) will act as a bridge between the school and families and will conduct outreach including phone calls and home visits to address the needs of chronically absent students. The FES will provide wrap-around services to families and, as necessary, refer parents to outside service organizations.

**Discipline Referrals:** Students will demonstrate a decrease in disciplinary actions and adverse behaviors through positive youth character development including mentorship, civic engagement, and enrichment activities. Scoutreach will provide each student with weekly group activities focused on character, leadership, family, and fitness. Additionally, the Texas ACE Site Coordinator and Family Engagement Specialist will work closely with school guidance counselors to provide individual social-emotional support to individual students and connect their family members with services to reduce home-life stressor.

**Grade Level Advancement:** Program participants will receive academic support in a small group environment that will match lesson pacing to individual student needs. Texas ACE staff will work in unison with school-day academic specialists to help students meet grade-level benchmarks. Additionally, positive role models and a supportive environment will help build student confidence and encourage growth throughout the year and summer. Homework help, a major need for students of working families, will be provided each morning during the before-school program and three times per week during the after-school program.

**STEM Skill and Knowledge Opportunities (Local Goal):** Nationally, Hispanic and Latinos earned only 8% of all STEM certificates and degrees awarded between 2009 and 2010, even though 16% of the U.S. population is Hispanic (US Department of Education, 2014). STEM enrichment activities will be provided to all grade levels both in the after-school and the summer session portions of the program. STEM careers are among the fastest projected growth sector in the U.S (Bureau of Labor Statistics, 2016). Partnership with the STEM Scout program will offer engaging, hands-on STEM activities. Activities are aligned to student ages and excite and engage students through experiential learning. Student-scientist will conduct experiments, explore the natural world, and earn achievement awards in a fun and supportive environment.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The IV-A+ Texas ACE program will use best practices and evidence-based activities to meet the student and family needs outlined in the needs assessment. Program activities will complement and enhance school-day learning and will improve student academic achievement. This will be accomplished through a safe, structured, and evidence-based program that utilizes community resources and partnerships to ensure success. The programming will allow for additional time for students to process more complex content and allow for richer discussions with teachers, experts, and their peers. Additionally, the programs that will be developed will not only address the academic skill deficits but also prepare students with well-rounded skills in the arts, communications, physical wellness, and STEM.

The academic support portion of the program will be taught by certified teachers and teachers' aids from the three school campuses; A+ Academy Elementary, Inspired Vision Academy Elementary, and Inspired Vision Academy Elementary's Intermediate campus. Faculty already practice evidence-based instructional techniques in the classroom such as developing high expectations for each student, setting goals and objectives, scaffolding instruction, individualized instruction, and cooperative learning.

Project-based learning, the basis of the STEM Scout model, has been found to significantly benefit students, especially those who are English Language Learners. Authentic learning opportunities consist of activities that intrinsically motivate students to learn and are directly tied to students' linguistic and cultural background and interests (Weisburd, 2008; Wong, 2010; Rodriguez-Valls, 2011). All three school campuses use project-based learning techniques extensively during the school day, and this will be incorporated into the Texas ACE program. The after-school program will allow extended time to support ELL student's academic knowledge and skills through project-based learning discoveries.

Family engagement is a key program strategy for impacting student outcomes. Students with involved parents are more likely to earn higher grades, pass grade levels, attend school regularly, and show improved behavior (Henderson & Mapp, 2002). The Family Engagement Specialist will provide one-on-one support to families in addition to ongoing workshops on relevant topics open to all families.

Every staff member and volunteer will undergo BOA's "Youth Protective Training" before their first day and every two years thereafter. Ongoing professional development will focus on reinforcing best-practices, instructional strategies, and practical use of student's school data to inform daily lessons. Texas ACE staff will also be invited to attend professional development workshops provided to school teachers. Each 21st CCLC staff must undergo two hours of orientation and seven hours of continuing professional development.

Health and wellness will support whole-student development and can also have a positive impact on academic performance. "Basic cognitive functions related to attention and memory facilitate learning, and these functions are enhanced by physical activity and higher aerobic fitness" (*Physical Activity, Fitness, and Physical Education: Effects on Academic Performance*, National Center for Biotechnology Information). Including sports, cheerleading, and dance in the after-school program is an incentive for regular student attendance, which is especially effective at the 5th and 6th-grade level. Students will rotate through different physical activity sessions including basketball, dance, track, and yoga. Both Scoutreach and The Concilio will provide fitness activities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

IV-A+ has conducted extensive research on the key aspects of high-quality, impactful programs. The program activities have been designed using guidance for the Texas ACE Blueprints with adaptations made to reflect local needs.

The Texas ACE program will serve 175 students in 1st-4th grade at Inspired Vision's Elementary campus, 75 students in 5th-6th grade at Inspired Vision's Intermediate campus, and 175 students in grades 1-6 at A+ Academy. In total, 425 at-risk students will be offered out-of-school time support, specifically in mathematics, STEM, literacy, and social-emotional learning. Academic support will be aligned with school-day curriculum and TEA's Texas Essential Knowledge and Skills (TEKS). Additional enrichment activities provided partner's STEM Scouts, Scoutreach, and The Concilio will enhance students' experience. Program activities include a before-school program, an after-school program, and a summer session for all enrolled students. The six-week summer session will provide academic reinforcement, particularly in literacy, to enrolled students. "More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities (Alexander et al., 2007).

**The following activities, aligned with the Texas ACE Activity Guide, will be offered:**

Academic Assistance	Youth Development	Family Support Services
Project-based math, science, and ELA activities	Fitness Programs; zumba, dance, circuit training provided by Concilio	Parent/Family engagement open-houses and Spring Camp day
Essential student skills; Note taking, studying, and time management	Morning (before-school) group reflection and mentoring	FES outreach and connection of families to community resources
Accelerated and remedial education activities	Summer outdoor camp; environmental education by STEM Scouts	Parent workshops on using technology, digital literacy, and child internet safety
Summer educational field trips (with TEA approval)	Sports; soccer, basketball, and track	Parent representation on Texas ACE Advisory Council
Homework help	Chess Club	Financial education and budgeting
Civic-Engagement through Scoutreach	Hands-on STEM Labs by STEM Scouts & Science Club	Families as partners in their child's education training
Literacy tutoring and reading workshops	Arts activities (music, painting, creative writing, etc.)	Parent job readiness and continuing education support

**By utilizing best practices, and through a continuous improvement evaluation model, the Texas ACE program will impact student success including on academic assessments, grade level advancement, improved behavior, and attendance.**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

IV-A+ will utilize digital, traditional media, paper notifications, and in-person meetings to disseminate information on the launch, and ongoing updates, of the Texas ACE program. Over half of the schools' students are English Language Learners. Therefore, particular attention will be paid to ensuring all families and communities receive notification in the language most accessible to them. All printed information, including flyers and enrollment form, will be available in both English and Spanish. Other translations will be made available as needed.

Once given notification of award, Inspired Vision's Director of Communication will send a press release to local media outlets announcing the opening of the program and its location. Flyers will be created and made available at all three campuses. The application will be posted on Inspired Vision and A+ Academy's websites as well as on the website of their shared Charter Management Organization, A+ Charter Schools, Inc. Social media posts announcing the program will be featured on the Facebook and Twitter accounts. Additionally, program flyers will be distributed to nearby churches, businesses, and community organizations.

Once the Project Director, Site Coordinators, and Family Engagement Specialist are hired, an open house will take place at each campus. The open houses will be an opportunity for community members and parents to learn about program offerings, ask questions, and to fill out enrollment paperwork. Recruitment of students will be addressed through these informational sessions and notices to families regarding the Texas ACE program.

Letters will be mailed to parents in the summer of 2018 with each Site Coordinator listed as the designated contact person. Students who qualify for free and reduced lunch, students with IEPs, homeless students, students who are English Language Learners, students with a history of poor attendance, students who are below grade-level academic benchmarks, and students with family needs will be given priority for enrollment. Additionally, each Site Coordinator will actively seek student referrals from school teachers and guidance counselors of students with family needs or behavioral concerns.

Ongoing updates about the program will be lead by each Site Coordinator. Updates will ensure families are informed of pertinent information and will increase family engagement through feature stories on student projects and activities. These updates will be conducted through social media (Facebook, Twitter), automated informational calls to families, letters home to parents/guardians, and personal phone calls from the Family Engagement Specialist to parents. Parents will be encouraged to consistently attend and participate in parent activities through personal invites from the FES and by scheduling a variety of quality programming that reflects parent's interests.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Following school dismissal, students will be escorted to the cafeteria where attendance will be taken and a healthy snack given to all students. Any absences will be checked against school day attendance. The Texas ACE program sites are located at Inspired Vision Academy Elementary's two campuses (elementary and intermediate) and A+ Academy Elementary campus, so transportation to the site is not necessary. Students will be picked up by parents or at the end of the program.

Upon dismissal from the Texas ACE program, students will be signed out of the program when they are picked up by a designated guardian. Staff will escort students in the hallways and two staff members will be posted at the school's entrance to ensure safety in and around the school building at dismissal.

**The following procedures are in place to ensure the safety of the students upon arrival and dismissal:**

- Attendance will be taken at the beginning of the Texas ACE program and students will be checked off the dismissal log as they are picked up;
- A designated/authorized adult must present photo identification to be compared to a copy on file and sign a dismissal log;
- Students in 4th-6th grade who have been given written parent permission to walk home will need to sign out on the dismissal log with staff before they leave the school building.

Additional safety procedures include 1) A school evacuation plan and crisis response plan; 2) The availability of first aid; 3) Outdoor safety guidelines, and 4) An emergency parent notification plan through robo-text messages and calls. The transportation plan and safety procedures have been developed based on the schools' existing dismissal and safety procedures. Parents will be notified of these policies in writing through a mailed letter that will also be posted online in both English and Spanish. The summer informational sessions will also cover these topics verbally with paper copies of the written letters made available.

The same procedures for taking student attendance and signing students out of the program will be in effect during the six-week summer session. During the summer, busing will be provided at the expense of the schools from the site to field trip locations.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Volunteers will be used in the STEM Scouts and in the Scoutreach program. These volunteers will assist with program activities, serve as adult role models, and provide positive youth development support. STEM Scouts and Scoutreach will utilize the Boy Scouts of America's enhanced volunteer screening and training process. All volunteers will undergo this intensive process to ensure student safety, which is the number one priority of the program.

All volunteers must complete an application and will be interviewed by BOA staff and a Site Coordinator. The screening process involves reference and background checks including a sex offender check. Volunteers will not be allowed to begin serving until this process has been completed and their screening package has been reviewed by a Site Coordinator. Additionally, all volunteers will undergo Boy Scouts "Youth Protection" training. This training ensures volunteers are aware of safety policies and procedures, including positive behavior management, the necessity of always having a second adult within view when working with youth, and restriction from one-on-one contact with youth, including through social media. The Youth Protection training also equips volunteers with the ability to recognize possible signs of abuse or neglect as a mandatory reporter.

Volunteers will be paired with a Texas ACE staff at all times. Recruitment of volunteers will be conducted jointly by BOA and IV-A+ through both the schools' parent networks, social media, and online using VolunteerMatch. Additionally, IV-A+ and BOA will establish relationships with local college service centers, to connect college students studying education or social work with this volunteer opportunity.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

IV-A+ and program partners will work collaboratively to ensure the Texas ACE program is sustainable once the grant has expired. A sustainability plan created during the program development phase addresses the size and scope of the program and availability of resources beyond the grant-funding period. Funding for the Texas ACE program will be used to build and expand a program infrastructure which will then be sustained through lasting partnerships and new funding streams.

During the grant period, a plan is in place to recruit additional partners including corporate and higher education partners that can provide in-kind volunteers for program support, mentorships, and program funding. The Texas ACE Advisory Council will lead sustainability activities throughout the grant term to ensure program continuation. The sustainability plan is built on the knowledge that only quality programs which demonstrate results are in a position to leverage foundation and corporate funding (National Afterschool Alliance, "The Road to Sustainability"). Strong program management, ongoing evaluation-steered program improvements, and robust systems for collecting and communicating results will ensure a high-quality Texas ACE program.

**Sustainability Plan:**

Immediately after grant notification and ongoing throughout the grant period:

- Continuation of collaboration and in-kind services provided by partners through formal, multi-year, Partnership Agreements. Partners are committed to continuing to provide out-of-school programming, along with program marketing and in-kind services, after the grant period ends
- The Advisory Council and Inspired Vision and A+ Academy leadership will continue to assess expenses throughout the grant period, looking for ways to reallocate resources and ensuring fiscal responsibility. Each school will incorporate key elements of the project in its ongoing operating budget as the grant end date approaches
- Ongoing Program Evaluation: The Program Director and the Evaluator will conduct ongoing program evaluation throughout the grant period to identify gaps in services and maintain quality. The Advisory Council will evaluate the program operations to determine which strategies are the highest priority to ensure resources are allocated most efficiently for student success.

Within six months of program launch:

- IV-A+ will seek to secure grant funding through relationship building with corporate donors and private foundations combined with aggressive grant-seeking
- IV-A+ will also pursue Federal, State, and Local grants with the assistance of a grant writer through the charter's parent organization, A+ Charter Schools, Inc.
- Continue to build relationships with local leaders and elected officials, including presentation of annual program success and measurable outcomes

After one year of program launch:

- Texas ACE Advisory Council will explore program modifications based on evaluator's program impact report (Summative Report) to ensure all activities are high-quality and outcome driven

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

IV-A+will coordinator current programs to provide a high-quality out-of-school time academic and youth development program. The Texas ACE program will supplement and enhance existing programs. However, in no instances will existing program be supplanted by the Texas ACE program. The IV-A+ Texas ACE program will combine current autonomous efforts into one comprehensive program which will expand both the number of students served and the overall quality of programming. Inspired Vision will act as the fiscal agent for this program and will ensure grant funds are used appropriately and in compliance with TEA General and Fiscal Guidelines.

Key programs that will be coordinated with Texas ACE:

- Chess Club: currently there is a chess club at Inspired Vision Elementary which meet one day per week during the school year. Inspired Vision has invested \$4,500 in activity supplies for this program, which will be provided in-kind to Texas ACE. Students enrolled in the Texas ACE program will be proved the added benefit of academic support, additional enrichment activities, busing home, and healthy snacks. Additional staff will be hired to expand the number of students served and to extend the program to A+ Academy.
- Science Club: The science club, which currently meets after school, runs at the cost of \$9,000 each year from Inspired Vision funds. Inspired Vision will continue to support the club at this level, but will expand enrollment and enhance activities through Texas ACE funding to hire additional staff. The Texas ACE program will enhance curriculum and activities by adding a 3D printer to the Science Club equipment. This will teach student design, computer science, and engineering concepts.
- Boy Scouts of America, through their STEM Scout and Scoutreach program, will provide a total program match of \$139,775 in the form of staffing, curriculum, and the use of their summer facilities
- The Choir Club at A+ Academy will also be built upon and expanded to serve students at Inspired Vision. The current cost of this program, \$2,000 per year, will continue being funded by A+ at existing levels.

Texas ACE funds will be used to complement and supplement the schools' efforts to improve student success. IV-A+ intends to maximize program efficiency and serve as many at-risk students and their families as feasible. IV-A+ and BOA will match over 20% of the grant through local school, district, and partnership funds and in-kind services.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**TEA Program Requirement 1:** Enter center-level information requested for each of the proposed centers.

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Inspired Vision Academy Elementary (PreK-4th grade campus) 8421 Bohannon Dallas, TX 75217		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number: 057830001					
	Cost per student \$					
	"Regular" student target (to be served 45 days or more annually): 175		Parent/legal guardian target (in proportion with student target):		120	
			Feeder school #1		Feeder school #2	
			Feeder school #3			
	Campus name					
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Inspired Vision Academy Elementary (5th-6th grade campus) 8301 Bruton Rd Dallas, TX 75217		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number: 057830001					
	Cost per student \$					
	"Regular" student target (to be served 45 days or more annually): 75		Parent/legal guardian target (in proportion with student target):		45	
			Feeder school #1		Feeder school #2	
			Feeder school #3			
	Campus name					
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	A+ Academy Elementary 0327 Rylie Road Dallas, TX 75217		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number: 057829001					
	Cost per student \$					
	"Regular" student target (to be served 45 days or more annually): 175		Parent/legal guardian target (in proportion with student target):		120	
			Feeder school #1		Feeder school #2	
			Feeder school #3			
	Campus name					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	<b>9-digit campus ID number:</b>						
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>		<b>Feeder school #2</b>		
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	<b>9-digit campus ID number:</b>						
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>		<b>Feeder school #2</b>		
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	<b>9-digit campus ID number:</b>						
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>		<b>Feeder school #2</b>		
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

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Amendment # (for amendments only):

<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
			Feeder school #3				
Campus name							
9-digit campus ID number							
Estimated transportation time							
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
			Feeder school #3				
Campus name							
9-digit campus ID number							
Estimated transportation time							
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
			Feeder school #3				
Campus name							
9-digit campus ID number							
Estimated transportation time							

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057830		Amendment # (for amendments only):		
<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	<b>9-digit campus ID number:</b>			
	<b>Cost per student</b>		<b>\$</b>	
	<b>Grade levels to be served (check all that apply):</b>		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>
<b>Campus name:</b>				
<b>9-digit campus ID number</b>				
<b>Estimated transportation time</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

IV-A+ has developed a robust management plan which includes overall grant and budget management, site level operations, and staffing development. The Texas ACE Blueprint from Cycle 9 has been used as guidance in developing the programs management plan. The program will have an established staff handbook and formal policy and procedures manual, the program will recruit well-qualified individuals and provide ongoing staff professional development, and the program has been designed to meet program objective and the needs of students and families.

<b>Schedules:</b>	Inspired Vision Elementary	Inspired Vision Intermediate	A+ Academy Elementary
Before-School	Monday-Friday, 7am-8am	Monday-Friday, 7am-8am	Monday-Friday, 7am-8am
After-School	Monday-Friday, 3:30-5:30pm	Monday-Friday, 3:30-5:30pm	Monday-Friday, 3:30-5:30pm
Summer Session	Mon-Thurs, 8:30am-12:30pm	Mon-Thurs, 8:30am-12:30pm	Mon-Thurs, 8:30am-12:30pm

The Project Director will be responsible for management of the Texas ACE program at all three sites and will serve as the primary contact for the Texas ACE program. This position will be accountable for all program activities, including managing and implementing the educational schedule and budget. This staff member will facilitate monthly Texas ACE Advisory Council meetings and will report program progress to the Board of Trustees. The Texas ACE program Site Coordinators and Family Engagement Specialist will report directly to the Program Director.

Site Coordinators will be responsible for the daily operation, coordination, and delivery of services at their respective program sites, including regular contact with school day staff. Site Coordinators will conduct monthly meetings with their Texas ACE site staff and will include school-day personnel as appropriate. Site Coordinators will be in regular communication with school-day teachers and school administrators and support staff.

School-day teachers, teacher's aids, and external youth development professionals will be hired as instructional staff for the after-school and summer Texas ACE program. Teacher's aids will staff the before-school program. The program will build on current school-day learning and supplement the school's existing academic and enrichment programs. All personal enrichment instructors, including partners, will be experienced youth development workers and demonstrate a high level of expertise in the enrichment activity provided. Staff will undergo a background check and will be provided with an orientation training and ongoing professional development.

The Advisory Council will include the three school principals, the Site Coordinators, parents, and partner organization representatives. The Advisory Council will review evaluator reports and make recommendations on program improvements and modification. This group will ensure ongoing program oversight and input from key stakeholders.

Additionally, IV-A+ can assure that program facilities are more than adequate at all center sites and include a gymnasium, cafeteria, auditorium, and classrooms. The schools' infrastructure consists of traditional academic classrooms, science labs, and art studios. Both sites also offer space for outdoor activities including grassy fields and play areas. Parking lots are of ample size to accommodate parent attendance at workshops and open houses. All locations comply with the Americans with Disabilities Act.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

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Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The evaluation plan described below is a crucial tool in ensuring a high-quality program that will impact student success. The evaluation will be used by the Project Director, Site Coordinators, the Board of Trustees, and the Advisory Council to make continual program improvements. Additionally, IV-A+ understands the role of evaluation to optimize the sustainability of successful efforts beyond the period of any grant. To that end, the following approach to the proposed evaluation includes the collection and analysis of both quantitative and qualitative information to inform and improve all phases: program planning, program implementation, program reporting, dissemination of results, and program improvements.

**Phase I-Evaluation Planning:**

- Evaluator meet with Texas ACE program staff prior to implementing the actual program to discuss details regarding the federal and local project goals and timeline. This includes TEA Logic Model approval.
- Evaluator collaborates with the grantee to develop assessment tools that will best capture data needed to evaluate outcomes (pre-post surveys, attendance logs, focus groups, interviews, etc.).

**Phase II-Assess:**

- Evaluator conducts periodic meetings with all sites to ensure consistent communication and collaboration on existing evaluation tools, program implementation, data collection, and data analyses and results
- Collect and compile all data. Indicators will include: Student daily attendance and student enrollment, School grades in ELA, Mathematics, and Science, End-of-Course assessments in ELA, Mathematics, and Science, Teacher surveys of student progress, pre- and post-student and parent surveys, staff surveys of professional development activities, student discipline data, student and parent focus groups, student attendance records during regular school day, attendance logs from parent events, and observational site visits.

**Phase III- Continuous Program Improvement:**

- Evaluator will complete a formative report each semester to facilitate a continuous improvement model of programming.
- Project Director and Texas ACE Advisory Council will use evaluation in program planning

**Phase IV-Dissemination of Results and Program Improvement:**

- Evaluator will collaborate with the grantee on their dissemination plans (e.g., a one-page overview of findings could be posted on the schools' website and distributed to local officials and other stakeholders).
- Meet with site program staff following data collection and analysis to discuss any recommendations for improved programming identified.

**The following deliverables will be completed as part of the evaluation process:**

- Develop and Implement Student and Parent Surveys and Focus Group Questionnaire
- Data Entry: Report data to TEA with support from a .25 FTE data-entry clerk in the TX21st System as directed
- Data Analysis: Descriptive Analysis on program and participant characteristics will utilize qualitative data, such as surveys and focus groups of students, teachers, and parents, as well as quantitative data (e.g., mean GPA among students, number of student activities, number of parent workshops)
- Formative Reports: Formative evaluation reports will provide a snapshot of the program's performance. Evaluator will utilize findings from descriptive analysis to determine if any amendments to program's existing protocols are warranted.
- Annual Summative Report: Annual reports will provide information on program's annual performance and will be provided to TEA in the required format. Evaluator will utilize findings from quarterly reports, programmatic monitoring, and summary of focus groups to inform efforts for the coming year

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 057830		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057830

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057830

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057830

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057830

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 057830

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 057830

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 057830

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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